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ABSTRACT

This report consists of several tables which are intended to illustrate the impact that Title I has exerted on South Carolina schools and describes 23 Title I/Chapter 1 projects in operation in the State. The preliminary summary provides data for 1978-1982, delineating (for each year) funds allocated, number of students participating, participants by instructional category, personnel employed to serve Title I students, budget, funds by service category, services provided by parents, and achievement gains of Title I students in reading and mathematics. The second part of the report provides individual descriptions of projects conducted for readiness, reading, and mathematics. Each project description gives information on (1) the program's purpose; (2) the district in which the program was conducted; (3) grade level; (4) students served; (5) achievement gains; and (6) instructional materials and supplies utilized. Also described is one Parent Advisory Council Project. (GC)

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TITLE I
AS AN EDUCATIONAL RESOURCE
IN SOUTH CAROLINA

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Introduction

In 1965, Congress enacted the Elementary and Secondary Education Act (ESEA). The largest financial component of this act, Title I, was designed to provide financial assistance in order to meet the special educational needs of children who were educationally deprived and who resided in areas having high concentrations of children from low-income families. While Title I ESEA has since been amended, its basic "declaration of policy" remains the same, as most recently stated in the Education Amendments of 1978 (Public Law 95-561):

> In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in the following parts of this title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.
>
> Section 101, Public Law 95-561

Title I has funded compensatory education services for South Carolina school children for seventeen years. All children served are educationally deprived; Title I services attempted to provide the special assistance required to enable these youngsters to reach the educational achievement level appropriate for their ages.

This publication presents a summary of South Carolina's utilization of Title I funds as an educational resource for these specially identified children during the past five years, and identifies those projects exhibiting the greatest gains in terms of student achievement during FY 1982.

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Title I As An Educational Resource
A State Summary

This report consists of several tables which are intended to illustrate the extent to which Title I as an educational resource has impacted on South Carolina.

State Allocation

Title I funds were distributed to each state according to a prescribed formula which is contained in the Title I law. Basically, the funds reflected the number of low-income five- to seventeen-year-olds residing in each state at the time the 1970 census was taken. Each school district received its proportionate share of state funds based on the number of low-income students residing in the district according to the 1970 census.

The following chart shows the amount of Title I funds received annually by South Carolina school districts for the past five years.

1978	$38,748,406
1979	$48,142,325
1980	$54,610,003
1981	$54,042,535
1982	$52,278,631

Number of Students Participating

The intended beneficiaries of Title I ESEA were educationally deprived children who lived in school attendance areas having high concentrations of low-income families. Eligible school attendance areas were identified and ranked on the basis of family income level. Those eligible school attendance areas with the highest percentages or numbers of educationally deprived children from low-income families were selected for Title I funding. Individual children within a selected school were eligible to be served on the basis of educational need. The selection of children to participate in the Title I program required the completion of specific needs assessment activities to assure compliance with the law and to confirm that the children most in need of educational help were identified and served.

The following chart shows the number of students served by Title I for the past five years (duplicated count).

1978	165,575
1979	149,253
1980	118,986
1981	127,662
1982	97,899

Participants by Instructional Category

The chart below indicates that during the past five years more students participated in reading activities than in any other instructional activity, with heavy emphasis also on mathematics. These facts affect the state's continuing emphasis on the improvement of basic skills.

	1978	1979	1980	1981	1982
Prekindergarten and Kindergarten	2,563	2,886	3,271	3,057	3,041
Other — Readiness		2,606	3,181	3,926	6,501
English, Reading, English, Other Language Arts	84,444	80,093	71,872	[illegible]237	49,836
Mathematics	63,757	58,027	34,725	43,385	36,353
Special Activities for Handicapped	3,373	3,842	3,692	2,937	2,075
Other Instructional Activities	11,438	1,799	2,245	120	93

Personnel Employed To Serve Title I Students

Summary data indicating the number of teachers, aides, and other professionals employed with Title I funds during the past five years reveal the human resources aimed at educationally deprived students and help illustrate the role of Title I funds as an educational funding source for these children in the state's ninety-two districts.

Number of Other Professionals and Paraprofessionals Employed

(Supervisors, Counselors, Evaluation Specialists, Administrators, Clerical Aides)

1978	877
1979	655
1980	675
1981	603
1982	532

Number of Teachers Employed

1978	1,364
1979	1,541
1980	1,587
1981	1,667
1982	1,311

Number of Aides Employed

1978	1,923
1979	2,430
1980	2,422
1981	2,320
1982	1,796

Budget Funds by Type of Service*

This table illustrates budgeted funds by service category and totals for fiscal years 1978-1982. The data provided in this table indicate the extent to which the state's ninety-two school districts have directed Title I funds and resources toward instructional activities.

Type of Service	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
Instructional Expenditures	$27,624,942	$34,481,267	$38,198,871	$43,626,659	$38,009,334
Supportive and Administrative Services	$ 2,902,964	$ 3,693,905	$ 4,927,549	$ 5,223,466	$ 5,411,275
Other (i.e., fixed charges, indirect costs, portable units)	$ 7,062,254	$ 8,840,059	$ 8,505,409	$ 9,981,834	$10,441,761
Total	$37,590,160	$47,015,231	$51,631,829**	$58,831,959**	$53,862,370**

*Data derived from the June Title I progress reports.
**Includes carry-over from previous year.

Program Effectiveness

The effectiveness of Title I reading and mathematics programs in South Carolina is judged on the basis of standardized test scores. Children are given a pre-test either before or shortly after they enter a Title I program, and are given a post-test toward the end of the program year. The actual post-test performance level is compared with the performance level which would have been expected if the children had not received special Title I service.

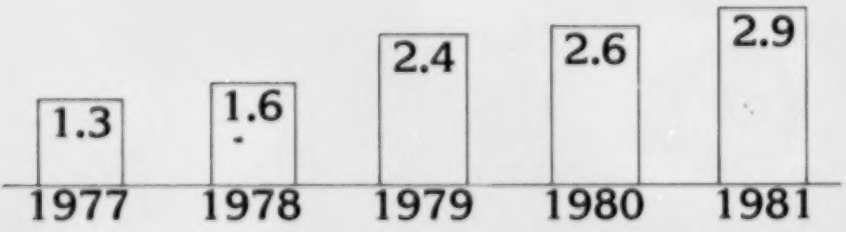
According to federal regulations, the gains must be expressed in a form which uses scores called normal curve equivalents (NCEs). If a Title I program has had no special effect over and above the effect of a regular program, the expected NCE gain would be zero. Therefore, any positive NCE gain may be attributed to the special treatment which the Title I program provided.

The graphs shown here represent the NCE gains for reading and mathematics programs in South Carolina for the five-year period from 1977 through 1981. That gains tend to increase is probably more important than that they simply are positive. An analysis of the gains reveals that the magnitude of the gains has increased each year in reading. In mathematics, there was a slight, insignificant decline in the gains in 1981.

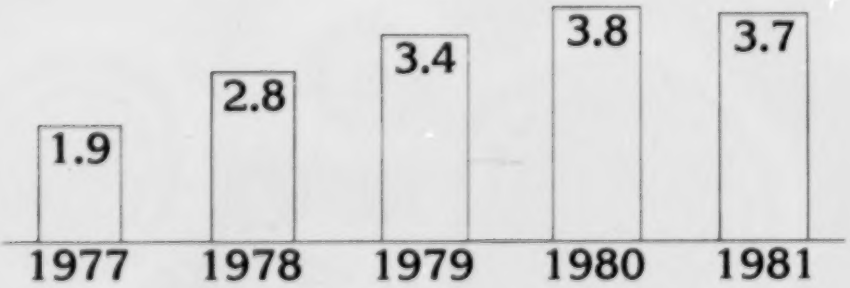
This data may be interpreted to indicate that the effectiveness of Title I programs in South Carolina is tending to improve.

Title I NCE Gains

Reading



Math



Services Provided for Parents

Another view of the total Title I effort in South Carolina is reflected in the participation of parents in the projects designed for their children. This chart illustrates the number of parents involved each year over a five-year period.

1978	4,788
1979	3,827
1980	7,091
1981	8,678
1982	7,697

Exhibiting the Title I "Programs That Work"

The South Carolina Department of Education held its eleventh annual Education Fair on February 15, 1983. Thirty-five projects, featuring a variety of educational programs providing solutions to critical educational needs in local school districts, were exhibited. The Chapter 1 Basic Grants Section of the Office of Federal Programs selected twenty-three Title I projects for inclusion. Each of these projects exhibited significant gains at all grade levels served. Local school district personnel who have a responsibility in the development and implementation of Chapter 1 programs, local school district administrative personnel, and members of Chapter 1 parent advisory councils were invited to view the exhibits. Nearly 1,000 visitors were provided an introduction to these "Programs That Work."

Viewing programs that work elsewhere can often provide possible answers to challenges that previously may have seemed unique. The ED FAIR exhibits provided initial exposure plus an opportunity for each visitor to talk with personnel involved in implementation. Two weeks later host districts received visitors, provided information, and conducted awareness sessions in actual on-site tours of these selected Title I projects.

In order to provide greater visibility to these promising educational practices, each has been briefly described. Each description follows a similar format that offers a concise view and comparative information. In view of demonstrated effectiveness in meeting local Title I programs needs, these summaries are presented in an attempt to provide a resource for ideas, to offer an array of potential solutions, and to stimulate districts to include in their planning a review of other Title I/Chapter 1 programs.

Readiness

District Barnwell 29
Activity Readiness
Grades Served 1
NCE Gain 16.5

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision	Programs of In-service	Delivery System	Cost Per Student
40	2 (district-paid)	2	1:10	.1	8	Teacher aides	$430.00

Kinds of Instructional Materials and Supplies

Beginning to Read, Write and Listen Program by J. B. Lippincott; AIMS Basic Reading, Math and Initial Consonant kits; tactile letters and numbers; Simon Game; Sequential Memory Teaching Kit; Nancy Upper- and Lower-Case Alphabet; Experiences in Number Readiness; readiness activity books; manipulative letters and numbers; readiness puzzles and games; puppet stage; wall easel.

Program Description

Two full-time Title I/Chapter 1 teacher aides work under the supervision of two district-paid teachers in two self-contained first-grade classrooms in order to provide small groups of students with additional instructional assistance in the readiness skills of reading, language, and math. The services of the aides are directly related to each pupil's special needs as shown by diagnostic test results and observations made during the regular class time.

Basal lessons are presented by the teachers, and the aides work to strengthen deficient skills and to reinforce skills taught by the teachers. During periods for social studies, science, and health, the aides tutor individual students and small groups in needed skills.

District Calhoun
Activity Readiness
Grades Served 1
NCE Gain 22.2

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision	Programs of In-service	Delivery System	Cost Per Student
70	4	0	1:7	.1	20	Special class	$275.50

Kinds of Instructional Materials and Supplies

Drill tapes, skill packs, enrichment worksheets, games, diagnostic tests, duplicating masters.

Program Description

The readiness program in Calhoun County provides readiness skills for students identified as not ready for first grade. The students in this program are selected on the basis of their scores on the CSAB. The results from the CSAB and other diagnostic instruments are used to form an IEP for each student.

The readiness classes are conducted by Chapter 1 readiness teachers in a laboratory setting for 45 minutes each day. The readiness program emphasizes auditory and visual discrimination, language development, and pre-math concepts and skills. Materials are selected to meet the needs of each individual student.

District Cherokee
Activity Readiness
Grades Served 1
NCE Gain 10.7

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision	Programs of In-service	Delivery System	Cost Per Student
281	34 (Teachers are not paid with Chapter 1 funds.)	14.5	1:4	.8	8	Floating aide	$451.91

Kinds of Instructional Materials and Supplies

Consumable supplies for use in reproducing worksheets for students, such as paper and toner; other consumable items such as crayons, pencils, folders, paper clips, manila envelopes, marking pens, etc.; reading laboratories; System 80 equipment and software; reading programs; cassette recorders; tape recorders; projectors; listening centers; reading books.

Program Description

The teacher presents the day's regular lesson to the entire group(s). As reinforcement and follow-up, the aide will work with the Chapter 1 students, as directed by the classroom teacher, to improve the efficiency of each child's basic skills in the area of weakness. The teacher and aide, after having consulted the IEP, will determine the specific skills area, the materials, and the equipment to be used with the Chapter 1 students as it relates to the general presentation.

District Clarendon 2
Activity Readiness
Grades Served 1
NCE Gain 12.0

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
40	2 (district-paid)	4	1-7	.49	15	Other	$775.50

*Supervision
Math Supervisor .1
Reading Supervisor .1

Instructional Support
Secretary .1
A-V Coordinator .16
Evaluator .03

Kinds of Instructional Materials and Supplies

Zaner Bloser Modality-Based Reading Skills Kits, Pacemaker Arithmetic Program, Gateway to Good Reading—Visual and Auditory Discrimination Materials, Little Golden Read-Alongs, Key Math Diagnostic Test, Match Me Cards, Phonetics Factory, number cards, Sing a Sums, Teddy Bear Counters, Judy clock, Alpha Math Kit, construction paper, pencils, magic markers, staples, drawing paper, paint, erasers, file folders, carbon paper, tape, glue.

Program Description

The Title I (Chapter 1) readiness program at Manning Primary School is held in a self-contained classroom. Title I (Chapter 1) pays two aides for each class, as well as provides supplies and materials.

The children participating in the program are selected on the basis of their scores on the Comprehensive Tests of Basic Skills, which is taken in kindergarten.

Students are allowed time to mature with activities so that they may develop a readiness to begin first-grade work.

District Laurens 56
Activity Readiness
Grades Served 1
NCE Gain 12.1

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
96	4	0	1:4	.5 FTE	6	Floating teacher	$985.24

*Supervision
Direct Instructional Supervision .2
Instructional Support .3

Kinds of Instructional Materials and Supplies

Teacher-made materials; readiness kits such as PRS, Reading Readiness module, SVE; manipulatives, games, and duplicating masters; materials from Title IV-C projects MARC and COPE; other materials such as alphabet cards, pattern cards, letter constancy cards, picture/word cards, Hayes duplicator books; previously purchased equipment such as overhead projectors, cassettes, language masters, listening stations, etc.

Program Description

Program goals focus on using a skills continuum (based on objectives from the CSAB and the COPE program) to better enable students in the program to participate in first-grade activities by the end of the year. The CSAB and assessment instruments from MARC and COPE programs serve as diagnostic tools.

For two periods daily (one period each for reading and math), which are 25-40 minutes in length, the Chapter 1 teacher instructs four to eight Chapter 1 students (in a subgroup) within the regular classroom while the regular classroom teacher instructs the remainder of the class. After receiving instruction from the Chapter 1 teacher, the group rejoins the class for further instruction in reading and math from the regular classroom teacher.

District Lee
Activity Readiness
Grades Served 1
NCE Gain 20.1

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision	Programs of In-service	Delivery System	Cost Per Student
80	8 (regular teachers)	4	1:4	4.4	14	Floating aide	$426.00

Kinds of Instructional Materials and Supplies

Prior Years: Hoffman viewers and materials, task cards, games, workbooks and basal readiness tests and kits; Current: Listening to the World kit, Start Program; Games: Readiness Joy, Picture Readiness; Pre-Printed: Jellybean Joy, Prereading Skills Box, Patterns, Puppets and Games, Santa Clara Plus, File Folder Math, Math Coloring Book, Wee Shapes, Measure Matters; Professional Books and Journals: *Parents and Beginning Readers, Kids' Stuff;* Consumable Supplies: paper, pencils, crayons, laminating film, printing supplies, markers, folders, scissors, etc.

Program Description

This program is designed to give needed assistance to educationally disadvantaged first graders. Selection for the program is determined by the test results of the CTBS, Level A, which is given in the spring to kindergarten students. The program is designed so that specific needs of students may be diagnosed.

Small group and individualized instruction is given by Chapter 1 teacher aides in the presence, and with the assistance, of the regular classroom teachers. The maximum number of students enrolled in any class-period session is four. Materials are carefully selected to meet the needs of the students, which are determined from selection test results and diagnostic procedures. The regular teachers and the teacher aides receive in-service and guidance from a reading supervisor and a math supervisor.

District Richland 1
Activity Readiness
Grades Served 1
NCE Gain 9.2

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
647	25	0	1:6	1.7	10	Floating teacher	$846.00

*Supervision 1.0

Instructional Support .7

Kinds of Instructional Materials and Supplies

Readiness kits, games, manipulatives, puzzles, puppets, picture books, records, construction paper, manila folders, poster board, large brown envelopes, pipe cleaners, yarn, scissors, felt pens, glue.

Program Description

This program provides extended readiness instruction in reading and math to eligible first graders. Floating readiness teachers work with small groups of two to six students in their regular first-grade classrooms for 25-30 minutes each day. Biweekly conferences between readiness teachers and regular first-grade teachers insure a coordinated effort toward helping students master skills. Instructional materials, many of which are teacher-made, are manipulative in nature, providing hands-on experiences for students.

District York 3
Activity Readiness
Grades Served 1
NCE Gain 7.9

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
300	0	10	1:5	.5	9	Floating aide	$233.10

*Instructional Support
Secretary .5

Kinds of Instructional Materials and Supplies

Manipulatives, games, duplicating masters, and teacher-made materials.

Program Description

Aides render tutorial reading and math instruction to small groups and/or individuals for 30 minutes three to five times weekly. The first-grade teachers provide initial instruction and coordinate the tutorial activities according to the needs of the students, while aides direct the activities.

Reading

District Greenville
Activity Reading (Middle)
Grades Served 6-8
NCE Gain 13.5

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
814	9	15.5	1-7	1.0	7	Special class	$411.28

*Supervision
Instructional Coordinator .1
Reading Coordinator .3

Instructional Support
Secretary .4
Media Technician .2

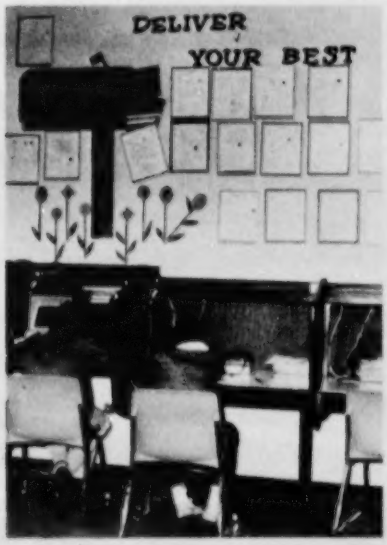
Kinds of Instructional Materials and Supplies

Paperback books, games, workbooks, records and filmstrips, kits, tapes, cassette programs with worksheets.

Program Description

A student's reading level and skill needs determine the type of assignment or prescription he will receive. Reading level and skill needs are assessed by the ICRT and the SRA Diagnostic Test.

From his prescription list, which lists a variety of materials, the student has the responsibility of making his own assignment for the following day. Each student has a manila envelope in which to keep his prescription, assignments, and completed lessons. The teacher or aide works individually with each student as he completes each lesson. The teacher evaluation, along with student input, insures that materials used will result in student success. Success in reading center activities promotes a positive self-concept and a positive attitude toward school.



District Greenwood 50
Activity Reading (Junior High)
Grades Served 7-9
NCE Gain 6.7

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
120	2	0	1-12	.2	7	Special class	$383.27

*Supervision
Reading Supervisor .1

Instructional Support
Secretary .1

Kinds of Instructional Materials and Supplies

Magazine subscriptions, kits, skill books, diagnostic materials, workbooks, cassette programs, supplementary readers.

Program Description

Title I eligible students attend small classes of 10-14 students each which provide individualized instruction and a low pupil/teacher ratio which is not available to other students. A skills continuum is the basis for skills instruction and coordination of Title I instruction with the regular reading/English program. Instruction is structured to teach specific skill objectives using small group and one-to-one organization. Diagnosis of students' strengths and weaknesses is frequent, using both formal and informal procedures. A variety of materials and approaches are used, taking into account the different ways children learn. Frequent parental communication is stressed.

District Greenwood 50
Activity English, Other Language Arts
Grades Served 5-6
NCE Gain 7.8

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
120	2.0	2.0	1-10	.3	8	Special class	$394.00

*Supervision
Reading Supervisor .2

Instructional Support
Secretary .1

Kinds of Instructional Materials and Supplies

Supplementary readers, ARK kits, SRA kits, workbooks, skillbooks, games, cassette programs, *Reader's Digest*, Skillbuilders, spirit masters.

Program Description

This activity adapts a nationally validated Title I project disseminated by the Office of Compensatory Education. The project is designed to coordinate the total language arts for low-achieving students. In order to provide individualized instruction not available to other students, rotation groups are formed consisting of 60 Title I students divided into three groups of 20. In addition, the lower pupil-teacher ratio maximizes interaction between teachers and students. A skills continuum is the basis for skills instruction and coordination of the Title I lab and the regular reading and English program. Instruction is structured to teach specific skill objectives using small group and one-to-one organization.

District Lexington 2
Activity Foundational Reading
Grades Served 1-3
NCE Gain 12.9

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
554	0	36 (18 FTE)	1:5	-	11	Floating aide	$274.10

*District provides supervision.

Kinds of Instructional Materials and Supplies

Kits, tapes, filmstrips, games, teacher-made materials.

Program Description

Participants remain in regular classrooms, and must receive maximum reading and math instruction from the classroom teacher. In addition, each child receives at least 20-30 minutes of individual or small group tutoring each day from a floating tutor-aide.

District Sumter 2
Activity Reading (Elementary)
Grades Served 1-4
NCE Gain 8.3

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
435	8.7	8.7	1:5	2.4 FTE	23	Alternate	$726.56

*Supervision

Reading Specialist	.5
Reading Supervisor	.4
Director of Elementary Education	.2

Instructional Support

Evaluator	.2
Media Specialist	.2
Secretary	.9

Kinds of Instructional Materials and Supplies

Kits, workbooks, magazines, dictionaries, duplicating masters; basal and supplementary textbooks.

Program Description

This Chapter 1 elementary reading instructional activity is supplementary in terms of staff and materials, and is provided in a specially designed learning center environment apart from the regular classroom. Supplementary materials and equipment, combined with individual work recommended by the classroom teacher and correlated with the directed reading lesson, provide a teacher and aide opportunities to work with project students individually and in small groups. This instructional setting is different from remedial instruction in the classroom due to the degree of individualization provided. Each student receives instruction appropriate for his instructional level.

Math

District Calhoun
Activity Math (Elementary)
Grades Served 3-5
NCE Gain 8.3

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision	Programs of In-service	Delivery System	Cost Per Student
120	2.4	0	1-10	.1 FTE	20	Special class	$367.97

Kinds of Instructional Materials and Supplies

Drill tapes, skill packs, enrichment worksheets, games, diagnostic tests, Hoffman materials, duplicating masters.

Program Description

Individualized instruction is conducted in a laboratory setting with Chapter 1 teachers serving identified students for 45 minutes each day, five days a week.

The Individualized Criterion-Referenced Test is used for diagnostic purposes; the Hoffman Placement Test is also administered. Each child's needs are determined by examining the results of the various tests, and an IEP is designed for each child based on these needs.

District Colleton
Activity Math (Elementary)
Grades Served 1-8
NCE Gain 10.3

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
450	7.5	15.0	1-5	1.45	13	Alternate	$660.06

*Supervision
Math Supervisor .55

Instructional Support
Evaluator .20
Audio-Visual Programmer .20
Clerk .50

Kinds of Instructional Materials and Supplies

Skill and drill programs, E.D.L. Filmstiks, games, flashcards, workbooks, System 80, Classmate 88, Skillseekers, basal and supplementary textbooks.

Program Description

This activity replaces the county math program and provides instruction in the basic program to meet the DMP. It is carried on in a special classroom with materials and equipment selected to meet individual needs. A teacher and two aides hold four 60-minute classes per day. The teacher implements the basic program and diagnoses the weaknesses of each student; then the team works with these students on an individual or small group basis. As needs are satisfied, others are diagnosed and the pattern repeats. The basic skills objectives set by the state are integrated into the county program and are used as teaching objectives. The test results are used to meet individual needs. The county math program is used to evaluate the progress of each student.

District Darlington
Activity Math (Junior High)
Grades Served 6-8
NCE Gain 9.3

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
160	3.0	2.0	1:6	.6	10	Special class	$555.00

*Supervision
Math Supervisor .4

Instructional Support
Secretary .2

Kinds of Instructional Materials and Supplies

Workbooks, filmstrips, records, textbooks, kits, manipulatives, Hoffman materials.

Program Description

Participants in the math activity are selected according to the six eligibility criteria developed by the South Carolina Department of Education. After initial selection, the Diagnostic Mathematical Inventory (DMI) or the Hoffman Overview/Placement Test is administered to determine each student's level within the program and to provide proper placement for successful performance within the level. The core programs include the Hoffman and the Educational Developmental Laboratories (EDL) programs. In the Hoffman program, the teacher prepares an individual prescription for each lesson undertaken by the student. EDL, a sequential in-depth program, provides learning through listening, problem solving, computing, drilling, model building, and game playing. The use of supplementary materials is encouraged in both programs.

District Dillon 2
Activity Math (Elementary)
Grades Served 4-6
NCE Gain 7.9

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
180	3	3	1-6	0	15	Special class	$395.92

*District provides supervision.

Kinds of Instructional Materials and Supplies

Hoffman materials, filmstrips, charts, duplicating masters, Classmate 88's, EDL, games, manipulative aids.

Program Description

Students receive 50 minutes of individualized math instruction each day in addition to the regular math classroom instruction time. The Gould (Hoffman) System, which uses viewers, worksheets, and diagnostic progress tests, is used as the core program. Additional reinforcement is given through the use of the Classmate 88, EDL, filmstrips, games, and duplicating masters. Students are tested three times—after each lesson, after each unit, and after each level. The initial placement is done when the student enters the program, using the Gould placement tests. Chapter 1 instruction is done in a pull-out format, and is held in Chapter 1 mobile classrooms.

District Fairfield
Activity Math (Elementary)
Grades Served 1-6
NCE Gain 10.9

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
296	5.5	5.5	1-5.4	.5	9	Special class	$626.36

*Supervision
Math Supervisor .5

Instructional Support
Secretary .5

Kinds of Instructional Materials and Supplies

Hoffman materials, games, puzzles, records, duplicating masters, diagnostic tests.

Program Description

This program was designed using the South Carolina Department of Education publication, *Teaching and Testing Our Basic Skills, Mathematics*. Consequently, the skill areas identified in this book are emphasized. These are concepts, operations, measurement, geometry, and problem solving. Criterion-referenced tests have been constructed to measure achievement in the subskills under these skills. Using results from these tests, children in each class are grouped on each subskill. Then each subskill group is instructed at a learning center, using material correlated by the teacher to teach that subskill.

District Lexington 2
Activity Foundational Math
Grades Served 1-3
NCE Gain 13.0

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
595	0	36 (18 FTE)	1-5	-	11	Floating aide	$255.22

*District provides supervision.

Kinds of Instructional Materials and Supplies

Kits, tapes, filmstrips, games, teacher-made materials.

Program Description

Participants remain in regular classrooms, and must receive maximum reading and math instruction from the classroom teacher. In addition, each child receives at least 20-30 minutes of individual or small group tutoring each day from a floating tutor-aide.

District Richland 2
Activity Math (Elementary)
Grades Served 1-5
NCE Gain 11.6

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
100	0	2.5	1-10	.7	6	Floating aide	$308.49

*Supervision
Math Supervisor .5

Instructional Support
Secretary .2

Kinds of Instructional Materials and Supplies

Basal textbooks, kits, games, manipulatives, duplicating masters, practice books.

Program Description

This program is composed of instructional aides, each working with 40 identified students, and the regular classroom teacher working together to increase student proficiency in identified skill areas. In-service is provided on a formal and informal basis by the coordinator. The cost per pupil is approximately $300.00. State-adopted textbooks are supplemented with kits, games, and manipulatives.

District Sumter 2
Activity Math (Elementary)
Grades Served 1-4
NCE Gain 11.2

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
315	5.9	5.9	1:5	1.7 FTE	20	Alternate	$756.31

*Supervision
Director of Elementary Education .1
Math Specialist .5
Math Supervisor .4

Instructional Support
Evaluator .1
Media Specialist .1
Secretary .5

Kinds of Instructional Materials and Supplies

Kits, drill tapes, workbooks, duplicating masters, diagnostic tapes, cassettes, basal and supplementary textbooks.

Program Description

The basic skills goals and objectives will be used as a guide in instructing first-grade students who have not mastered the kindergarten objectives. Appropriate developmental activities will be provided to assist those that are not ready for first-grade mathematics instruction. *Teaching and Testing of Our Basic Skills, Rainbow Book*, basal, and *Arizona Consortium for Individualized Learning* will be used in providing developmental activities.

Instruction in the second, third, and fourth grades will focus on the basic skills objectives in mathematics correlated to the basal. ACIL and basal will be used to provide remediation according to individual needs.

District York 3
Activity Math (Elementary)
Grades Served 2-6
NCE Gain 11.2

Students Served	Number of Teachers	Number of Aides	Adult-Student Ratio	Amount of Supervision*	Programs of In-service	Delivery System	Cost Per Student
336	7	0	1-6	0	11	Special class	$474.19

*District provides supervision.

Kinds of Instructional Materials and Supplies

Manipulatives, games, duplicating masters, teacher-made materials.

Program Description

Students in grades 2-6 attend a special math class for 35 minutes each day. The Title I teacher provides small group or individual instruction on the math skills the students are studying in the regular classroom. Teachers use games, kits, and manipulative aids, as well as text material, to reinforce math concepts.

Parent Advisory Councils

District Greenwood 50
Activity Parent Advisory Council
Grades Served 1-9

Students Served	Parental Involvement Staff Employed	Number of District Advisory Council Members	Number of School Advisory Council Members	Number of Council Members Receiving Training	Parents Involved in Planning, Implementation, and Evaluation
885	.5	23	48	59	Questionnaires Parental Visitation Evaluation Forms

Election Method
Election as required by regulation.
Appointment on alternate years.

Dissemination Procedures
Meetings
Letters
Classroom visits
Brochures

Parental Involvement or Training Materials

"ESEA Title I PAC Handbook," brochures, *Federal Register*, Public Law 95-561, PAC regulations, local project, Ed Fair.

Program Description

The purpose of the Chapter 1 Parental Involvement Program is to involve parents in educational activities that are designed to help parents help their children. The program also disseminates information to the community through the local newspaper, radio stations, and school-related programs such as parent/teacher organizations and school advisory council meetings. Another aspect of the Parental Involvement Program is to involve parents and the community in the planning, implementation, and evaluation of the Chapter 1 program.